

# 40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>1. Family Support</b>—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.</li> <li><b>2. Positive Family Communication</b>—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</li> <li><b>3. Other Adult Relationships</b>—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</li> <li><b>4. Caring Neighborhood</b>—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.</li> <li><b>5. Caring School Climate</b>—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</li> <li><b>6. Parent Involvement in Schooling</b>—Parent(s) talk about the importance of education and are actively involved in the child’s school success.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>7. Community Values Children</b>—Children are welcomed and included throughout community life.</li> <li><b>8. Children as Resources</b>—Child contributes to family decisions and has opportunities to participate in positive community events.</li> <li><b>9. Service to Others</b>—Child has opportunities to serve in the community with adult support and approval.</li> <li><b>10. Safety</b>—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>11. Family Boundaries</b>—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</li> <li><b>12. School Boundaries</b>—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</li> <li><b>13. Neighborhood Boundaries</b>—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).</li> <li><b>14. Adult Role Models</b>—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</li> <li><b>15. Positive Peer Influence</b>—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.</li> <li><b>16. High Expectations</b>—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>17. Creative Activities</b>—Child participates weekly in music, dance, or other form of artistic expression outside of school.</li> <li><b>18. Child Programs</b>—Child participates weekly in at least one sport, club, or organization within the school or community.</li> <li><b>19. Religious Community</b>—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>20. Time at Home</b>—Child spends time at home playing and doing positive activities with the family.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</li> <li><b>22. Learning Engagement</b>—Child is enthused about learning and enjoys going to school.</li> <li><b>23. Homework</b>—With appropriate parental support, child completes assigned homework.</li> <li><b>24. Bonding to School</b>—Child is encouraged to have and feels a sense of belonging at school.</li> <li><b>25. Reading for Pleasure</b>—Child listens to and/or reads books outside of school daily.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>26. Caring</b>—Parent(s) help child grow in empathy, understanding, and helping others.</li> <li><b>27. Equality and Social Justice</b>—Parent(s) encourage child to be concerned about rules and being fair to everyone.</li> <li><b>28. Integrity</b>—Parent(s) help child develop her or his own sense of right and wrong behavior.</li> <li><b>29. Honesty</b>—Parent(s) encourage child’s development in recognizing and telling the truth.</li> <li><b>30. Responsibility</b>—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</li> <li><b>31. Self-Regulation</b>—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>32. Planning and Decision Making</b>—Parent(s) help child think through and plan school and play activities.</li> <li><b>33. Interpersonal Competence</b>—Child seeks to build friendships and is learning about self-control.</li> <li><b>34. Cultural Competence</b>—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</li> <li><b>35. Resistance Skills</b>—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</li> <li><b>36. Peaceful Conflict Resolution</b>—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>37. Personal Power</b>—Child has a growing sense of having influence over some of the things that happen in her or his life.</li> <li><b>38. Self-Esteem</b>—Child likes herself or himself and feels valued by others.</li> <li><b>39. Sense of Purpose</b>—Child welcomes new experiences and imagines what he or she might do or be in the future.</li> <li><b>40. Positive View of Personal Future</b>—Child has a growing curiosity about the world and finding her or his place in it.</li> </ol>

# 40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</li> <li>3. <b>Other adult relationships</b>—Child receives support from adults other than her or his parent(s).</li> <li>4. <b>Caring neighborhood</b>—Child experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—Relationships with teachers and peers provide a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping the child succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Child feels valued and appreciated by adults in the community.</li> <li>8. <b>Children as resources</b>—Child is included in decisions at home and in the community.</li> <li>9. <b>Service to others</b>—Child has opportunities to help others in the community.</li> <li>10. <b>Safety</b>—Child feels safe at home, at school, and in his or her neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</li> <li>12. <b>School Boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring the child's behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Child's closest friends model positive, responsible behavior.</li> <li>16. <b>High expectations</b>—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Child participates in music, art, drama, or creative writing two or more times per week.</li> <li>18. <b>Child programs</b>—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</li> <li>19. <b>Religious community</b>—Child attends religious programs or services one or more times per week.</li> <li>20. <b>Time at home</b>—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Child is motivated and strives to do well in school.</li> <li>22. <b>Learning Engagement</b>—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</li> <li>23. <b>Homework</b>—Child usually hands in homework on time.</li> <li>24. <b>Bonding to school</b>—Child cares about teachers and other adults at school.</li> <li>25. <b>Reading for Pleasure</b>—Child enjoys and engages in reading for fun most days of the week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b>—Parent(s) tell the child it is important to help other people.</li> <li>27. <b>Equality and social justice</b>—Parent(s) tell the child it is important to speak up for equal rights for all people.</li> <li>28. <b>Integrity</b>—Parent(s) tell the child it is important to stand up for one's beliefs.</li> <li>29. <b>Honesty</b>—Parent(s) tell the child it is important to tell the truth.</li> <li>30. <b>Responsibility</b>—Parent(s) tell the child it is important to accept personal responsibility for behavior.</li> <li>31. <b>Healthy Lifestyle</b>—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Child thinks about decisions and is usually happy with results of her or his decisions.</li> <li>33. <b>Interpersonal Competence</b>—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</li> <li>34. <b>Cultural Competence</b>—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</li> <li>35. <b>Resistance skills</b>—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</li> <li>36. <b>Peaceful conflict resolution</b>—Child seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Child feels he or she has some influence over things that happen in her or his life.</li> <li>38. <b>Self-esteem</b>—Child likes and is proud to be the person that he or she is.</li> <li>39. <b>Sense of purpose</b>—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</li> <li>40. <b>Positive view of personal future</b>—Child is optimistic about her or his personal future.</li> </ol>

External Assets

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| <b>Support</b>                       | <ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol> |
| <b>Empowerment</b>                   | <ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>  |
| <b>Boundaries &amp; Expectations</b> | <ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. <b>School Boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</li> <li>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>  |
| <b>Constructive Use of Time</b>      | <ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at home</b>—Young person is out with friends “with nothing special to do” two or fewer nights per week.</li> </ol>   |

Internal Assets

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| <b>Commitment to Learning</b> | <ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li>22. <b>School Engagement</b>—Young person is actively engaged in learning.</li> <li>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b>—Young person cares about her or his school.</li> <li>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>   |
| <b>Positive Values</b>        | <ol style="list-style-type: none"> <li>26. <b>Caring</b>—Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b>—Young person “tells the truth even when it is not easy.”</li> <li>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol> |
| <b>Social Competencies</b>    | <ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>  |
| <b>Positive Identity</b>      | <ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Young person feels he or she has control over “things that happen to me.”</li> <li>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</li> <li>39. <b>Sense of purpose</b>—Young person reports that “my life has a purpose.”</li> <li>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>  |